

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Nikki Hamilton

Official School Name Canyon Creek Elementary

School Mailing Address 2100 Copper Ridge Dr.

Richardson, TX 75080-2312

County Dallas School Code Number 057916-102

Telephone (469) 593-6500 Fax (469) 593-6511

Website/URL www.risd.org/schools/cce/index.htm E-mail nikki.hamilton@risd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. Jim Nelson

District Name Richardson Independent School District Tel. (469) 593-0000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Anne Foster

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 41 Elementary schools
 9 Junior high schools
 4 High schools
 2 Other
 56 TOTAL
2. District Per Pupil Expenditure: \$8,160
- Average State Per Pupil Expenditure: \$8,029

SCHOOL

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 7 Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	4	1	5		7			
K	10	7	17		8			
1	14	16	30		9			
2	21	13	34		10			
3	18	15	33		11			
4	13	13	26		12			
5	21	19	40		Other			
6	17	17	34					
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				219

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| <u>87</u> % | White |
| <u>2</u> % | Black or African American |
| <u>8</u> % | Hispanic or Latino |
| <u>3</u> % | Asian/Pacific Islander |
| <u>0</u> % | American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	235
(5)	Subtotal in row (3) divided by total in row (4)	.0468085
(6)	Amount in row (5) multiplied by 100	4.68

8. Limited English Proficient students in the school: 2%
4 Total Number Limited English Proficient

Number of languages represented: 3 Specify languages: Spanish, Arabic, Hindi

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 16

10. Students receiving special education services: 7%
32 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u>4</u> Emotional Disturbance
<u> </u> Deafness	<u>1</u> Orthopedic Impairment
<u> </u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u> </u> Hearing Impairment	<u>11</u> Specific Learning Disability
<u> </u> Mental Retardation	<u>13</u> Speech or Language Impairment
<u> </u> Multiple Disabilities	<u>0</u> Traumatic Brain Injury
	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>16</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>6</u>	<u> </u>
Total number	<u>25</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 14

13. Attendance Patterns of Teachers and Students

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	97%	98%	97%	97%
Daily teacher attendance	95%	96%	94%	95%	NA%
Teacher turnover rate	16%	19%	14%	5%	5%

PART III – SUMMARY

Located in Richardson, Texas, one of Dallas County’s oldest suburbs, Canyon Creek Elementary is the epitome of the neighborhood school you always want to go back to visit. Many of our current students are second generation attendees, as their parents grew up in this established, highly sought after neighborhood and later returned so their children might have an equally idyllic upbringing. Lying within one of the smallest attendance areas in the Richardson Independent School District (RISD), Canyon

Creek serves a population of 225 in grades K - 6. Although our school may appear as small, our role in the RISD is much larger than it initially seems. In addition to being one of only three Exemplary schools in RISD, we are home to the Canyon Creek Child Development Center (CCCCDC) which provides childcare and aftercare to the teachers, administrators and staff of RISD. As a part of the Center, we also welcome the district's only inclusion program for preschool children with disabilities (PPCD). For the benefit of everyone who has put their trust in us, from our littlest learners to their grandparents who first chose to settle in this neighborhood, we feel a great responsibility to fulfill the words of our mission statement, specifically "to develop responsible citizens and successful learners".

This mission is the keystone of Canyon Creek's philosophy and is extremely important to us. Parent expectations for the success of our teachers and students are as high as our own, and for good reason - they know what they're talking about. In our school population, we have over 100 parents working in the field of education, ranging from the preschool level to local universities, including our next door neighbor, the University of Texas at Dallas. Nine of our staff members are parents in our school. This close affiliation with many different educators from a wide variety of educational settings helps keep us focused on our goals and on the success of our students which are literally, in a number of cases, our own children. Many of these educators choose to have their children attend Canyon Creek because of its rich tradition of excellence, the personal one on one contact with teachers and staff throughout the building and the extensive involvement of our school community. Our Parent Teacher Association logged over 8,000 hours of volunteer service for the 2003-2004 school year. The bonds between home and school are especially close, allowing our public school setting to feel more like a cohesive private school environment because we know all our children and their families by name.

At Canyon Creek, we have a motto which is prominently displayed in the office: "We are what we repeatedly do. Excellence is not a single act, but a habit." One "habit" we are particularly proud to have is an eleven-year history of Exemplary ratings for our scores on the state assessments. Our teachers also make a habit of utilizing hands-on, minds-on activities and teaching strategies which help students become critical thinkers and problem solvers. Our staff is highly trained and employs best practices creatively and imaginatively to provide strong foundational lessons utilizing challenging materials. They go the extra mile to help struggling students by offering before and after school tutoring several days a week and regularly updating parents regarding their child's progress. We ensure our staff is equipped to provide the best in educational practices to our students by presenting various training opportunities throughout the year. They say old habits are hard to break, but our constant search for excellence is one habit we fully intend on committing repeatedly for some time.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics.

The Texas Assessment of Academic Skills (TAAS), a criterion-referenced test designed by the Texas Education Agency (TEA) to be a measure of student success in the core areas of reading, math and writing, was in place for three of the five years reference in this application. Beginning in 2003, a new test, the Texas Assessment of Knowledge and Skills (TAKS), was administered to more effectively measure the curriculum required by the State of Texas. Subsequently, the statewide curriculum (The Texas Essential Knowledge and Skills, or TEKS) and the TAKS were aligned so objectives taught by the classroom teacher matched the assessment items on the state test. Additionally, the TEKS are aligned with the new federal requirements of the No Child Left Behind legislation. In revamping the assessment

program, developers made the TAKS more difficult than the preceding TAAS test, including the addition of a science exam. Currently, at the elementary level, testing occurs in reading and math for grades 3 - 6, writing in the 4th grade, and science at the 5th grade level. For our Special Education students who have an identified disability as determined by the Individuals with Disabilities Education Act, there is the option of taking a State-Developed Alternative Assessment (SDAA) based on their ability level.

For Canyon Creek, the testing results for the past five years include data from the TAAS for the years 2000 - 2002, and the TAKS for years 2003 and 2004.

- For all five years, dating 2000 - 2004, 93% - 100% of students at Canyon Creek Elementary scored as “meeting expectations”, which is defined as having “performed at a level that was at or somewhat above the state passing standard”, with the child having shown “a sufficient understanding of the knowledge and skills tested”. (Further explanation of the state’s performance standards and a table of the raw scores required to be designated as “meeting expectations” can be found at www.tea.state.tx.us/student.assessment/scoring/pstandards/index.html.)
- From 2000 - 2002, Canyon Creek’s scores ranged from 98% - 100% on the three assessments of the TAAS (reading, math, writing).
- In 2002, all tested grade levels at Canyon Creek scored 100% in each of the three exam areas of the TAAS.
- Despite the heightened difficulty of the newly-created TAKS test, in 2003, 94% to 100% of our students met the standard in the four testing areas (reading, math, writing, science), with 62% recognized as “commended” in reading, and 50% earning “commended” status in the area of math. (“commended” performance is defined by TEA as having “performed at a level that was considerably above the state passing standard”).
- In 2004, the percentage of students commended for their reading scores was 61%, and 60% were commended in the area of math.
- Since 1998, TEA has recognized Canyon Creek annually for improvements in the areas of reading, math and/or attendance.
- With the inception of the TAKS exam, TEA began awarding the Gold Performance Acknowledgement Standard to schools with 20% or more of the eligible student population earning “commended” distinction in individual subject areas. For the 2004 testing year, Canyon Creek received Gold Performance Awards for each of the four assessment areas (reading, math, writing and science).

2. How the school uses assessment data to understand and improve student and school performance:

At Canyon Creek, assessment data analysis is integral to our continued understanding of our learners’ changing needs. Using information, such as informal classroom observations, TAKS measurements and other district benchmarks findings, the staff brainstorms to create a Campus Improvement Plan (CIP) in late summer. The CIP identifies areas of concern, for which activities are designed to ensure measurable progress is made throughout the year.

Canyon Creek relies heavily on our K – 2 instructors to lay a solid foundation of learning for all our students. As the state also believes this foundation is imperative, these early grades are assessed using the Texas Primary Reading Inventory (TPRI) three times per year, as well as regularly-administered math benchmarks. The TPRI allows teachers to follow a child’s progress in phonemic awareness, word recognition, comprehension and fluency. As preparation for TAKS, the district administers benchmarks in reading, math and science to grades three through six, followed by thorough results analysis by central administration, the school’s principal and staff. Individual student data in conjunction with program data is monitored to determine if modifications to the teacher’s instructional program or additional individual

student accommodations are necessary.

Teachers use the scored benchmark exams to reinforce instruction by guiding students through each question, challenging them to explain how they arrived at the solution, while analyzing why the remaining choices were not correct. Our special area teachers tie in activities unique to their specialty to further strengthen the instruction provided in the regular classroom. This shared approach to information analysis and improvement plan implementation builds strong ties between the various instructional areas of our school while maximizing the opportunity to elevate student performance, ensuring no child is ever left behind.

3. How the school communicates student performance, including assessment data, to parents, students, and the community:

Canyon Creek understands the necessity of clear and frequent communication between the school and its constituents, including parents, students and the neighboring community. Teachers conference regularly with students regarding their individual class work and progress. This allows the teacher the opportunity to share areas of concern with the student, as well as celebrate the child's successes. Another important element is early communication between the staff and our parents. Our annual Meet the Teacher Night is a time for parents to learn about the teacher on a more personal level, visit the classroom and be introduced to classroom policies and expectations. During the year, progress is communicated to parents through conferences, emails, phone calls, notes home, and daily planners. Parents receive progress notices every three weeks, keeping them updated regarding their child's grades. Each six weeks, parents receive report cards detailing grades as well as work habits and behavior information.

Canyon Creek relays information to our community regarding upcoming district and school events, important policies, and other news as it arises via weekly Friday envelopes, the school's website and the PTA newsletter. Community members and business leaders have an opportunity to regularly collaborate by way of participation on a formal committee, the Local School Council (LSC). The LSC meets periodically to address issues related to the school's operations, planning and supervision, and to evaluate our educational program.

Even the most formal methods of communication do not always address every concern, and for that reason, the doors of our classrooms and offices are open before and after school to answer any parent questions or address any worries they might have. Without the key tenet of communication between all our stakeholders, Canyon Creek would not be as successful as it is today.

4. How the school has shared and will continue to share its successes with other schools:

As taken from a definition by the National Staff Development Council, a learning community is described as staff development which involves an organized group of adults who brainstorm to improve the learning of all students and whose goals are consistent with those of the school and the district. Canyon Creek implements the learning community concept in the form of teams which operate at different levels and for different purposes, including grade level, vertical, and site-based teams. Canyon Creek has also met with other schools to analyze data, discuss best practices, and share information, ideas, and successful teaching strategies in math, reading and science.

We encourage our staff members to branch out as well, and many have chosen to take on learning and sharing opportunities beyond those in our building. Here are a few examples:

- Many of our teachers serve the district as contact teachers for core subjects, including the areas of reading, math, social studies, technology, and science.

- Canyon Creek uses vertical teaming across all elementary grade levels, but select staff members have gone a step farther, having become vertical team members with secondary teachers for curriculum discussion and planning.
- Experienced Canyon Creek staff members serve as mentors to new teachers in the district. Others help write curriculum, and many serve on textbook adoption committees.
- Canyon Creek's principal regularly attends book studies and meetings with other area principals in which successes and challenges are discussed.
- As a participant in a Principal Leadership Academy sponsored by Region X Education Service Center, the principal was able to network with other principals from the Metroplex regarding best practices.

The staff and administration of Canyon Creek are always willing to share best practices with others, and equally eager to search for learning opportunities to better our teaching abilities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Canyon Creek's curriculum is developed with a focus on our mission of producing responsible citizens and successful learners. Instruction is based on the Texas Essential Knowledge and Skills (TEKS) as created by the state of Texas, which establish the objectives to be presented for each subject in each grade level. Our district provides support through the development of calendar timelines, scope and sequence, and related lessons. Our staff works vertically and horizontally to apply curriculum in a systematic, comprehensive manner in all areas, including physical education, art, music and library, for all children as they move across grade levels.

Reading occurs throughout the day using read-aloud stories, shared reading, guided reading and independent reading. As mandated by the Texas Legislature, Accelerated Reading Instruction (ARI) is provided daily to identified students by our Campus Reading Specialist and Special Education teacher. Canyon Creek offers Imagination Station, an Internet-based computer program individualized to meet the needs of emerging readers. In total, our school day contains at least ninety minutes of Language Arts, including instruction in reading, writing and language development.

Math resources and training from professional educators such as Marilyn Burns, Kim Sutton, and Marci Cook supplement the district-adopted textbook and lessons, resources and assessments accessed from the technology-based RISD Curriculum Planner. Ninety minutes per day is allocated for review of facts, presentation of new material, and guided, as well as individual, practice. To keep our educators updated with the latest techniques and resources available in math instruction, Canyon Creek makes math a priority when planning our staff development each year.

Blurring the lines between subjects to reinforce instruction, Social Studies is integrated with Language Arts through thematic units, the Social Studies textbook and History Alive, an activity-based enrichment program. Students read historical novels, conduct and present research projects, and study map skills, life skills and geography, allowing students to discover "community" means more than their own neighborhood.

The magic of science is relayed to students for 30 to 45 minutes a day with the help of our state-adopted science text and the Full Option Science Systems (FOSS) program. FOSS, an inquiry-based science

program developed by the University of California, is a hands-on, interactive science curriculum designed for grades K – 6. Targeted study areas include experiments in life, earth, and physical science plus ideas and inventions. From cocoons to fossils, science comes alive in the classrooms of Canyon Creek.

Through creative instruction, our art teacher integrates objectives from the TAKS in new and engaging ways. Using art as a conduit, she is able to address multiple objectives simultaneously, providing concept reinforcement in a multidimensional environment.

Spanish television programming is offered to our students grades 1 – 6 three days a week. Additionally, instructors visit grades 4 - 6 once a week to provide extra depth in the form of a “live” lesson. Canyon Creek was an original pilot for elementary Spanish and it has been a beneficial experience for our students.

In addition to preparing academically successful learners, Canyon Creek feels it is equally important to develop students into responsible citizens. To accomplish this, we focus each day on cultivating the life skills of compassion, responsibility, integrity, trustworthiness, perseverance, honesty, fairness, and self-discipline in our students. Teaching by example, we reach out by helping provide food, clothes and toys to local children and offering encouragement to our troops through letters, cards and banners. A focal point of our individual responsibility doctrine is a strong school-wide No Bullying policy. By creating a safe learning atmosphere free of intimidation and fear while engaging our children with thought-provoking curriculum, Canyon Creek aspires to make their educational journey an unforgettable one.

2a. Canyon Creek’s reading curriculum, including a description of why the school chose this particular approach to reading:

Reading instruction at Canyon Creek utilizes the state curriculum with supplemental leveled reading materials to reach the needs of all students. Phonemic awareness, word recognition, fluency, vocabulary and comprehension activities dominate the program.

Upon entering a classroom, the child is surrounded by print and language. From the word wall activities to classroom tubs of reading materials, one hears the sound of students engaged in real conversations about what they are learning and applying it into practice. An observer would see multiple settings for learning. Teachers are engaged in shared reading and shared writing examples to authenticate what real readers do and think. Guided reading groups are formed to work on special skill needs in a direct systematic teaching model. Children are seen using inviting classroom libraries as they sit on floor pillows or nearby couches to read to a friend or simply practice their fluency. Classes are frequent visitors to the library and computer lab, expanding their fiction and nonfiction reading to multiple settings such as the internet. Everywhere you look there are opportunities for children to learn how to read and to read to learn.

To promote reading at school and home, Canyon Creek participates in incentive programs for students, such as “Stick with It”, a Dallas Stars Hockey Team sponsored program, and the Six Flags 600-Minute Reading Club. Home reading is strongly encouraged each evening for vocabulary and fluency building, allowing parents to take an active part in their child’s reading development. Bear parties, pajama parties and the Texas Bluebonnet Program help inspire students to find a love of reading. School, reading and family go hand in hand at Canyon Creek, where the strength of our reading program and its activities become the focus and everyone wants to participate.

3. Curriculum Area of the School's Choice

A strong second component of our instructional program at Canyon Creek is math, with the district advocating 75 – 90 instructional minutes per day. Focus activities, such as Target Math or Calendar Math, reinforce math concepts when used as an introduction to the lesson. Practice activities allow support and extension of math facts, place value or math vocabulary instruction. Problem solving revolves around teacher guidance using various strategies followed by students modeling the steps to find the solution. Once the process is mastered, the students work independently to solve similar problems. Finally, during direct instruction, the meat and potatoes of the math lesson, the teacher introduces and extends instruction of mathematical processes and concepts. For this, our school promotes the UPS Check model (Understand, Plan, Solve, and Check) to help students think critically about how to solve word problems.

Making math “real” is the key to making students successful. Any given day, a visitor might see students in the main hall measuring distances with an unfurled adding machine tape, a teacher dressed in a chef's hat and coat for her “Decimal Café”, or an art class arranging an assortment of metal geometric shapes into mobiles to hang in the hall. Our teachers are creative scavengers of any objects which could pass as hands-on manipulatives to clarify information and aid understanding. They sing songs and recite raps to teach formulas and processes. Teachers incorporate questioning strategies, such as Bloom's Taxonomy or Margaret Kilgo's Levels of Questions, to lead our students to think critically about math and relate that thinking to the world around them. At Canyon Creek, our staff lifts math off the textbook page and brings it into a context any elementary student can relate to and learn to love.

4. Instructional Methods

Canyon Creek thoroughly analyzes student data to target areas of concern and design early intervention, often by altering their instructional methods to fit the needs of the children, including the use of large group, small group and one-on-one instruction. Our Campus Reading Specialist assists identified small groups of struggling readers with phonemic awareness, fluency and comprehension. Our students also benefit from high school and adult volunteers who regularly assist children with writing and reading skills.

Technology is a common educational aid at Canyon Creek. Our computer lab is open daily for students to work on any number of projects as they arise, including writing reports, composing music, translating data into charts and graphs, doing research, creating report presentations, practicing keyboarding tutorials, or using phonics and math enrichment software. The computer lab also doubles as a learning lab, which utilizes student headphones to help children block out extraneous information and simultaneously focus on vocabulary or math reinforcement activities.

As part of a hands-on, minds-on philosophy, students regularly enjoy lessons planned around the use of manipulatives and experimentation to help form concrete connections to abstract concepts. Explorations in math and science stimulate critical thinking and problem solving techniques. A prominent example is 5th grade's annual trek to Camp Grady Spruce, an outdoor education center. Naturalists guide the students through various science and math activities, including identifying animal tracks, geographic and historical scavenger hunts, fossil hunts, and orienteering. Children look forward to attending camp for many years, and the unique lessons provided there are ones referenced throughout the year.

Whether by designing school activities or arranging informative adventures outside our school walls, the staff of Canyon Creek understands the necessity of engaging our children by employing a variety of creative instructional methods to encourage their continued development into successful learners.

5. Professional Development Program

Staff development is a critical component in ensuring our students receive the most up-to-date, quality curriculum and instruction available. Each spring, we look closely at areas in need of growth and plan our staff development for the following school year based on those needs. RISD requires teachers take a pre-specified number of staff development courses per year, but most of our staff go well beyond this amount in order to improve their skill set and learn current techniques and best practices. Teachers are also encouraged to attend workshops in order to gain new insights into their subject areas. For data analysis, we have utilized methods and ideas from Dr. Shirley Crook and Dr. Margaret Kilgo. For individual academic areas, we have benefited from in-services by leading educators such as Barry Lane, Kim Sutton and Marilyn Burns. To address the special needs of our gifted students, which make up 24% of our population, staff have attended book studies, including Mel Levine's The Myth of Laziness, and presentations by our district gifted program and our counselor, Dr. Sherry Latson, so we are able to expand our thinking regarding gifted strategies and how to apply them in the regular classroom.

Our site-based staff development is concentrated on areas beneficial to our entire staff. We enlist district curriculum directors to assist us with ideas for hands-on science methods, math problem-solving and expanded writing skills. Technology has a continued strong emphasis in our district with a wide variety of courses offered during the summer and on site during the school year. We are particularly interested in those offerings which translate into skills students can utilize for themselves. The love of learning combined with the love of sharing ensures our staff is equipped to give only the best to our students.

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	70	73			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	97	100
Number of students tested	27	40	25	31	28
Percent of total students tested	100	100	86	91	
Number of students alternatively assessed	0	0	4	3	
Percent of students alternatively assessed	0	0	14	9	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	67	75			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	97	100
Number of students tested	24	36	23	29	27
STATE SCORES					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	46	47			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	95
Number of students tested	35	30	34	30	39
Percent of total students tested	100	91	92	94	
Number of students alternatively assessed	0	3	3	2	
Percent of students alternatively assessed	0	9	8	6	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	50	46			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	86	94
Number of students tested	32	28	31	28	36
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

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Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	61	58			
(TAKS) % Met Standard	100	91			
(TAAS) % Met Minimum Standards			100	95	96
Number of students tested	33	33	30	38	27
Percent of total students tested	97	94	91	97	
Number of students alternatively assessed	1	2	3	1	
Percent of students alternatively assessed	3	6	9	3	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	61	60			
(TAKS) % Met Standard	100	93			
(TAAS) % Met Minimum Standards			100	97	96
Number of students tested	31	30	28	35	24
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Sixth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	76	66			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	33	32	31	29	39
Percent of total students tested	92	86	97	97	
Number of students alternatively assessed	3	5	1	0	
Percent of students alternatively assessed	8	14	3	0	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	78	67			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	32	30	30	25	36
STATE SCORES					
(TAKS) % At or above Commended Performance	28%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88%	85%	86%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	63	53			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	97	100
Number of students tested	27	38	27	31	28
Percent of total students tested	100	95	93	91	
Number of students alternatively assessed	0	1	2	3	
Percent of students alternatively assessed	0	3	7	9	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	67	51			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	24	35	25	29	27
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	43	41			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	97
Number of students tested	35	32	35	30	39
Percent of total students tested	100	97	97	94	
Number of students alternatively assessed	0	1	1	2	
Percent of students alternatively assessed	0	3	3	6	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	47	40			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	97
Number of students tested	32	30	32	28	36
STATE SCORES					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	61	42			
(TAKS) % Met Standard	97	97			
(TAAS) % Met Minimum Standards			100	97	100
Number of students tested	33	36	29	37	27
Percent of total students tested	97	100	91	97	
Number of students alternatively assessed	1	0	3	1	
Percent of students alternatively assessed	3	0	9	3	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	61	39			
(TAKS) % Met Standard	100	97			
(TAAS) % Met Minimum Standards			100	97	100
Number of students tested	31	33	27	34	24
STATE SCORES					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Sixth-Grade Criterion-Referenced Math Test

Subject Math Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	72	67			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	36	33	31	30	38
Percent of total students tested	100	89	94	100	
Number of students alternatively assessed	0	4	2	0	
Percent of students alternatively assessed	0	11	6	0	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	74	70			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	34	30	30	26	35
STATE SCORES					
(TAKS) % At or above Commended Performance	22%	16%	NA	NA	NA
(TAKS) % At or Above Met Standard	77%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93%	91%	88%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.